**Global Class on Inclusiveness - Lesson Plan**

1. **Introduction**

It is planned to hold a ‘Global Class’ on Business Ethics on Wednesday April 3rd 2019 **15:00 – 17:00 (GMT)**. The class will explore the theme: Advancing an agenda of more inclusiveness

The Global Class concept has been pioneered by Professor Lon Appleby from Durham College, Oshawa, Canada and allows for an open exploration of universal topics free of outside influence. Students interact with a guest, meet people from varied backgrounds, share materials, and learn from one another using state of the art Polycom video conferencing software hosted by Durham College.

The Global Class experience offers participants the chance to gain a better understanding of our societies and ourselves in complex "glocal" times. The ‘Inclusiveness Class’ with a focus on Assistive Technologies (AT) will involve students from Durham College, TU Dublin – Blanchardstown Campus, Dublin, Ireland and at least one other overseas location interacting with each other and a guest (Niall O’Hanlon – ESB Assistive Technology Office) along with staff both in Canada and Dublin who are experienced in the area of inclusiveness and AT. The session will be streamed live from the Global Class website (<http://www.theglobalclass.org/>) and a Live Twitter feed will also feature as part of the session.

1. **Objectives**

Using experiential learning through the medium of the GC,

1) Through discussion and interaction to sensitise students to issues of inclusiveness and the role played by Assistive Technology (AT) in removing barriers to inclusiveness

2) To create awareness of the UD process and its underlying principles and

3) To challenge participants to think about practical (maybe personal) approaches that will drive increased inclusiveness across the contexts of academia, work and society at large.

1. **Execution**

The class will be conducted over a number of numbered ‘phases’ set out below:

1. Introductions and overview of session (**Lon) [10 minutes]**
2. The inclusiveness ‘challenge’. What is the number of people who require support (through technology and other people) to be able to live fulfilled lives (Note: this could be based on preparation task 1 set out in section 4 below) **(Paul, 10 minutes)**
3. Task for the class at each Location: For 2 minutes, think about your own childhood favourite place or childhood activity. What were you doing? Why did you love that experience? Now, think about people who might have been excluded.? Why was this? How might you create a way for anyone to have that same experience?? Now let’s discuss as a Global Class. **(TBC, 15 minutes). Now let’s look at scenarios across the workplace, academia and society**
4. **Workplace Scenarios (Niall O’Hanlon 15 minutes).** How does the workplace work from an inclusiveness perspective? How does AT help? Perhaps introduce the UD design principles and process?
5. **Academic Scenarios (Margaret / Catherine tbc 15 minutes**). How does academia work from an inclusiveness perspective? How does AT help? Building Design – what is good building design? Instructional Design, Assessment Design.
6. **Scenarios form Society (Connie tbc, 15 minutes).** Everyday examples e.g taking a trip, withdrawing money, using vending machines
7. **Wrap-up / Conclusions (10 mins) – What have we learned? What cane we do going forward?**
8. **Student Preparation**

The following activities to be carried out:

1. In groups t(of 4/5) to identify people in their family and social networks who may be excluded by virtue of physical or mental challenges
2. **Suggested Reflection following the event**

Write a 600 ((min) word personal reflection based on your participation in this class to address the following question:

, How is inclusiveness relevant to you as an individual?

1. Suggested Materials

* Small number of slides showing extent of disability and case studies